

Skills Development for SMEs: Mapping of Key Initiatives in India

Anup Kumar Das ^a

Abstract: *The purpose of this paper is to critically examine national skills development initiatives in India as the country embarks on building skilled manpower to meet the demand of SME sectors in the coming decade. This paper identifies two national level programmes namely, National Skill Development Mission (NSDM) and National Rural Livelihoods Mission (NRLM) which are implemented by an array of organisations in PPP (public-private partnership) mode. National Skill Development Corporation (NSDC), a major actor for NSDM, has identified 21 high-growth sectors and formulated action plan for skills development in those sectors. NRLM's Aajeevika Skill Development Programme and its sub-schemes ensure skills building of rural youth and help them in coming out of poverty. This paper identifies how skills building of rural youth will lead to job-diversification and lift them out of poverty through placement-linked skills-based jobs. This research paper analyses key national skills development initiatives and how the federal government is making efforts to build skills of marginalised communities as well as helping SME sectors and high growth sectors in bridging projected skills gaps.*

Keywords: India, Skills Development, Small and Medium Enterprises (SME), Rural Livelihoods, Technical Vocational Education and Training (TVET).

JEL Classification: M53, M13, E24, J64, O15

Article Received: 23 May 2014 ; Article Accepted: 8 October 2014

1. Introduction

The 21st century has witnessed growing interests in skills development (SD) in emerging economies. Democratic countries like India want to create a knowledge economy with a special emphasis on sustainable growth in service and industry sectors. India is also very keen on adopting proactive strategies for socio-economic empowerment of its citizens in addition to ensuring an inclusive growth trajectory. Nurturing and developing a pool of human talents is key for sustainable growth. Effective and sufficient human capital formation has become key determinant in capturing global opportunities. Creating an atmosphere of workplace learning and SD boosts socio-economic empowerment of erstwhile excluded communities.

^a Corresponding Author. Centre for Studies in Science Policy ,School of Social Sciences,Jawaharlal Nehru University, New Delhi. Email:anupdas2072@gmail.com,

In the last two decades, there has been an enormous growth in the fields of engineering, technology and management. There are anecdotal evidences of Indian engineering graduates who have been unable to secure employment due to curriculum gaps between colleges and industry standards or industry practices. Creative, analytical and leadership skills do not match with industry's expectations. Thus, tertiary institutions play a vital role in bridging the skills gap of fresh graduates (Blom and Saeki, 2011).

Skills development is increasingly being viewed as very important by industry associations and chambers of commerce and industry as their member organisations face skills shortage or skills gap. Their long-term and medium-term projected market expansion is marred by non-availability of skilled manpower in certain formal and informal sectors. Micro, small and medium enterprises (MSME) will be mostly affected as big enterprises can always lure away skilled manpower. This is in addition to exodus of manpower from MSME to big enterprises. In India, the MSME sector is a major job creator. The informal or unorganised sector also plays a role in job creation particularly for poor and marginalised communities. The poor and marginalised communities have very limited access to education in addition to being low-skilled. This means they continue to face difficulties in finding suitable employment. Hence, many resort to taking up odd jobs which fail to provide meaningful SD.

1.1 Literature Review

Socio-economic empowerment of citizens in developing countries has become a key concern particularly among marginalised communities through widening of access to learning and training in SD. Many developed countries are now facing the challenges of aging population while and low-skilled jobs in developing countries cannot serve the purpose of socio-economic empowerment and the poor will remain trapped in poverty.

Latest writings and studies have identified several driving forces for SD in India. These works had analysed how mission-mode SD programmes can promote social inclusiveness at the national and local level. Jamal and Mandal (2013) and Chenoy (2012) examined the key actors under the National Skill Development Mission 2010 while Mehrotra, Gandhi and Sahoo (2013) examined official projection of manpower requirement in 2022 and how this figure was derived at during the planning phase.

The World Bank publication titled *World Development Report 2013: Jobs* started a debate on “skills or jobs – what comes first?” The report highlighted that “jobs need skills, pull skills, and build skills” and emphasised that “employment opportunities increase the demand for education, which systems then have to meet. The role of policy here is to ensure that signals are

adequately transmitted, providing incentives to continue skill accumulation by the young and those of working age alike. ... In India, informing rural women about job opportunities led to increased schooling for girls and delayed marriage and childbearing for women. On the other hand, privilege in access to jobs distorts the signals. It hurts and discourages, rather than encourages, the building of skills."

The UNESCO's *EFA* (Education for All) *Global Monitoring Report 2012* affirmed the importance of SD for youths around the world to ensure a better and secure future.

Recently, the Organisation for Economic Cooperation and Development (OECD) and the International Labour Organization (ILO) jointly drafted the *OECD-ILO Strategies for Local Job Creation, Skills Development and Social Protection*, which is a set of 10 key principles and policy suggestions for governments and non-government actors including private players. One of the principles and policy suggestions for their member countries is to emphasise on "Maximizing Skills Development and Training" (OECD and ILO, 2011).

Thus, SD of youth has been made an essential parameter to strategically position a country higher in a competitive globalised world order.

At the national level, many key initiatives were planned under the Eleventh and the Twelfth Five Year Plan periods aimed at enhancing access to skills building and learning vocational and technical skills. The Planning Commission's (2007) *Report of the Task Force on Skill Development* considers SD of youth will help in sustaining the economic momentum of the country in a globalised world.

Livelihoods development or livelihoods promotion is usually linked with socio-economic empowerment, regional development and rural development. Livelihoods development comes with appropriate SD of marginalised communities in developing countries and least developed countries (LDCs). Marginalised communities have been displaced for decades from their aboriginal habitats, aggravated after the Second World War due to widespread deforestation, land acquisition for industrialisation, global warming and other severe ecological or environmental conflicts. These communities need access to alternative livelihoods to ensure a sustainable future. Scholars such as Bryceson (2002) and Scoones (2009) adopted an ethnography angle to study perspectives and challenges of the rural population while reorienting their livelihoods to achieve development in sub-Saharan Africa and other LDCs. Scholars have introduced various effective approaches to skills building and achieve viable livelihoods in different segments including fisheries, forestry, village industries and food processing industries. Similar approaches have been mooted such as those contained in OECD's latest strategic document published in 2012 titled "Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies".

1.2 Research Methodology

This paper is based on quantitative and qualitative secondary data collected from different sources including MIS (management information system) reports generated by the implementing agencies and host ministries of the respective SD missions. The Planning Commission of India also compiled several datasets for strategic planning of national missions. These data have been useful for this article. Data sources for tables and figures are mentioned in the appropriate sections of this paper. Data collected were analysed, visualised and presented using spread sheet application software.

2 Results and Discussions

2.1 National Skills Development Initiatives – Organisational Structure

India is enjoying a demographic dividend vis-à-vis countries with rapidly ageing population (James, 2008). It is estimated that India will have one-fourth of global workforce by 2022. The National Skill Development Policy (2009) envisaged the creation of 530 million skilled workers by 2022.

Table 1 shows key national initiatives in SD in India under the Eleventh Five Year Plan period (2007-2012). The National Skill Development Mission 2010 provided a structural pathway for institution building across the various economic sectors. The Twelfth Five Year Plan period (2012-2017) continued this institution building process, with special emphasis on monitoring and benchmarking of created institutions and infrastructure in SD across the country.

Table 2 shows key strategic institutions in national SD initiatives. In 2008, the government initiated a “Coordinated Action on Skills Development” led by the Prime Minister’s National Council on Skill Development (PMNCSD) and National Skill Development Coordination Board (NSDCB). In May 2013, a new entity named National Skill Development Agency (NSDA) was formed. It was a merger between the PMNCSD, NSDCB and the Office of the Adviser to the PM on Skill Development. The objective of the NSDA is to provide necessary strategic guidance and inputs in infrastructure development, up-scaling of existing institutions such as industrial training institutes (ITIs), craftsmen training centres, up-scaling of TVET (Technical and Vocational Education and Training) systems to provide a skilled workforce for the growing economy. The NSDA will also initiate strategic partnership with foreign collaborators to achieve international accreditation and global standards in order to fulfil the international acceptance of India-based skills, an effect of internationalisation of jobs migration to India.

Table 1: Strategic Initiatives in National Skills Development

Lead Initiative/ Functionary	Launched By	Launch Date
National Policy on Skill Development (NPSD)	Ministry of Labour and Employment	23rd February 2009
National Skill Development Mission	Ministry of Labour and Employment	16th August 2010
National Vocational Education Qualification Framework (NVEQF)	All India Council for Technical Education, MHRD	7th February 2012
National Skills Registry for IT and ITES professionals	NASSCOM & NSDL	18th January 2006

Table 2: Strategic Institutions in National Skills Development

Lead Initiative/ Functionary	Launched By	Launch Date
Prime Minister's National Council on Skill Development (PMNCSD)	Prime Minister's Office	1st July 2008
National Skill Development Coordination Board (NSDCB)	Planning Commission	24th July 2008
National Skill Development Corporation (NSDC)	Ministry of Finance	31st July 2008
National Skill Development Fund (NSDF) (Trust)	Ministry of Finance	20th October 2009
Office of the Adviser to the PM on Skill Development	Prime Minister's Office	31st January 2011
National Skill Development Agency (NSDA)	Ministry of Finance	9th May 2013

National Skill Development Corporation (NSDC)

A key national entity named National Skill Development Corporation (NSDC) was formed in July 2008 by the central government in partnership with industry bodies. The NSDC has now 51:49 shareholdings of private and government entities (government owns 49% and private the rest). The government's funds are channelled through the National Skill Development Fund (NSDF) whereby the NSDC is a designated fund manager. It has a three-tier operational structure and is the apex body having a number of Sector Skills Councils. Table 3 shows a list of 21 high growth sectors (21 HGS) as identified by the NSDC and indicating the possibility of existence of small and medium enterprises (SMEs) among them. This Table also indicates that micro enterprises do exist in a few areas, particularly in village-based industries. On

the other hand, Self-Help Groups (SHGs) can also form micro-enterprises that participate in some sectors for example, in micro-finance and micro-insurance businesses.

Table 3: 21 High-Growth Sectors Identified by NSDC and their SME Counterparts

21 High-Growth Sectors (HGS) Identified by NSDC	Micro Enterprises (Existence of)	Small & Medium Enterprises (SMEs) (Existence of)
Automobile / Auto Components	No	Yes
Electronics Hardware	No	Yes
Textiles and Garments	Yes	Yes
Leather and Leather Goods	Yes	Yes
Chemicals and Pharmaceuticals	No	Yes
Gems and Jewellery	No	Yes
Building and Construction	No	Yes
Food Processing	Yes	Yes
Handlooms and Handicrafts	Yes	Yes
Building Hardware and Home Furnishings	No	Yes
Information Technology (IT) or Software	No	Yes
IT-Enabled Services – Business Process Outsourcing (ITES-BPO)	No	Yes
Tourism, Hospitality and Travel	No	Yes
Transportation, Logistics, Warehousing and Packaging	No	Yes
Organised Retail	No	Yes
Real Estate	No	Yes
Media, Entertainment, Broadcasting, Content Creation, Animation	No	Yes
Healthcare	No	Yes
Banking/ Insurance and Finance	No	Yes
Education/ Skill Development	No	Yes
Unorganised Sector	Yes	No

Based on the 21 high growth sectors, the NSDC proposed the establishment of Sector Skills Councils. These councils were incorporated in partnership with appropriate industry bodies and industry associations of the respective sector. As at 15th May 2013, there existed 18 Sector Skills Councils. Some of them have launched their own websites for information outreach (see Table 4).

The NSDC also periodically publishes Skill Gap Analysis reports in the respective sectors as shown in Table 4. The Sector Skills Councils are also responsible in preparing and producing what is known as Skill Gap Analysis Reports in their respective sectors. Table 4 also shows that some Sector Skills Councils are in the process of being formed and skill gap analysis reports of certain sectors are still under preparation.

In addition to sectoral skill gap analysis surveys, the NSDC commissioned state-level skill gap analysis surveys for the different states. Table 3 shows that NSDC has published skill gap analysis reports for 17 states, including for eight north-eastern states. The skill gap study (SGP) reports are important strategic documents for planning SD programmes at the district and state level. Figure 1 shows that 59% states have completed district-wise SGP while the rest are yet to complete it. The nine states that had completed the NSDC-supported “District-wise Skill Gap Study for the state” are Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Odhisha, Rajasthan, Tamil Nadu and West Bengal. The eight north-eastern states that have completed their “NSDC Skill Gap Study of the North East” are namely, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. Twelve states are now undertaking surveys for “District-wise Skill Gap Study for the State” namely, Andhra Pradesh, Bihar, Chattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Kerala, Punjab, Uttar Pradesh, and Uttarakhand.

Figure 2 shows a schema of coordinated action for SD, where the National Skill Development Agency (NSDA) assumes the role of a national authority for institution building, strategic decision making and coordination among a number of state actors. The NSDC also provides operational frameworks and responsible for ground level implementation of provisions in National Policy on Skill Development 2009 and National Skill Development Mission 2010. The Sector Skills Councils are responsible for developing National Skills Qualifications Framework (NSQF), Labour Market Information System (LMIS), National Occupational Standards (NOS) and accreditation, assessment & certification.

The All India Council for Technical Education (AICTE), an agency under the Ministry of Human Resource Development (MHRD), is tasked with developing the National Vocational Education Qualifications Framework (NVEQF) for engineering and technical courses across the country. The National Skills Qualifications Framework (NSQF) will complement the NVEQF to ensure industry-oriented skills development.

Table 4: NSDC-affiliated Sector Skill Councils (SSCs) in India

Name of Sector Skill Council	21 HGS	Website	Status	NSDC Skill Gap Analysis Reports
Agriculture	✓	-	✓	X
Automotive	✓	-	✓	✓
BFSI (Banking, Financial Services & Insurance)	✓	www.bfsissc.com	✓	✓
Capital Goods	X	-	✓	✓
Construction	✓	-	✓	✓
Electronics and Hardware	✓	www.essc-india.org	✓	✓
Food Processing	✓	-	✓	✓
Gems & Jewellery	✓	www.gjsoci.org	✓	✓
Healthcare	✓	www.healthcare-ssc.in	✓	✓
IT-ITeS	✓	www.nasscom.in/sector-skills-council	✓	✓
Leather	✓	-	✓	✓
Logistics and Transportation	✓	-	✓	✓
Media & Entertainment	✓	www.mescindia.org	✓	✓
Plumbing	✓	www.ipssc.co.in;	✓	X
Retailing	✓	www.rasci.in	✓	✓
Rubber	X	www.rsdcindia.in	✓	X
Security	X	http://www.sksdc.in	✓	X
Telecom	X	http://tsscindia.com	✓	X

Table 4: Continued

Name of Sector Skill Council	21 HGS	Website	Status	NSDC Skill Gap Analysis Reports
Proposed SSCs				
Aviation	X	-	X	X
Domestic Workers	√	-	X	X
Handloom & Handicraft	√	-		X
Life Sciences	X	-	X	X
Power	X	-	X	X
Steel	X	-	X	X
Textiles	√	-	X	√

Status √ = Incorporated; 21 HGS √ = Yes; NSDC Skill Gap Analysis Reports √ = Published;
 X = No/ Not Available
 Data as at July 14, 2013

Figure 1: NSDC District-wise Skill Gap Study (SGS) for the States of India

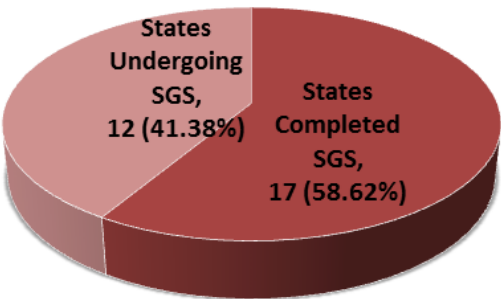
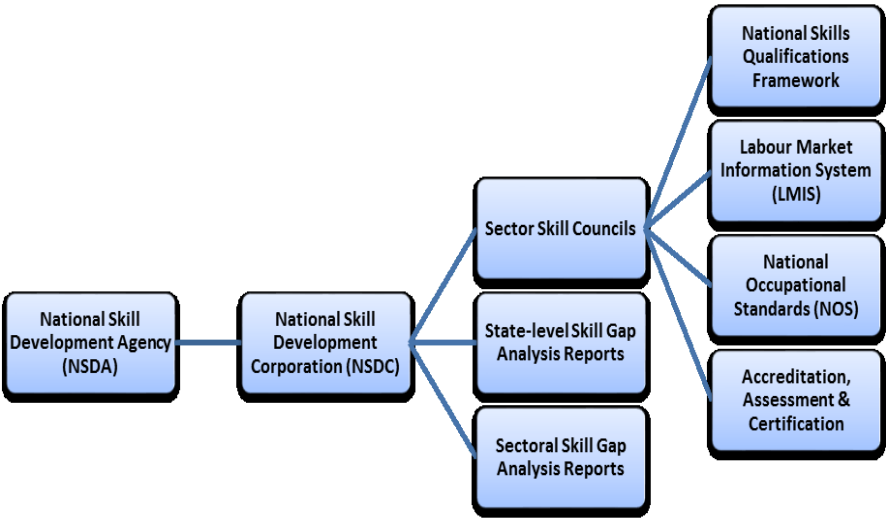


Figure 2: Schematic View of NSDC Activities



Number of Persons Trained by the Year 2022

The National Skill Development Mission 2010 has rolled out a strategic plan of skill and knowledge building of about 530 million youths by 2022 where NSDC, DGE&T (Directorate General of Employment & Training under Ministry of Labour and Employment), MHRD and other Ministries will be strategically involved in the skills building process. The year 2022 is important as India will be celebrating its 75th anniversary (75 years since its independence from Britain). This 530 million is a cumulative figure. The Mission envisaged that this pool of trained manpower will be ready for absorption into the industries and will be able to bridge the projected skills gaps in different sectors of the globalised national economy. Figure 3 shows the share of skills building tasks where the NSDC has the highest target to meet - 28.3%, DGET 18.9% while MHRD has to meet 9.4% of its share of overall target. Other sectors and their respective ministries involved in future skills building tasks are namely, agriculture, rural development, road transports, communications, information technology and all other sectors mentioned in the list of 21 high-growth sectors as shown in Table 5 (Jamal & Mandal, 2013).

Figure 3: Projected Number of Persons Trained by 2022

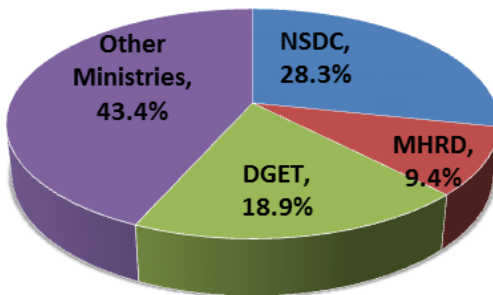


Table 5: Sector-wise Projected Number of Trained Persons by 2022

Sl. No.	Ministry / Department/ Organisation	Number of trained persons (in Millions)
1.	National Skill Development Corporation (NSDC)	150
2.	DGE&T (Industrial Training Institutes)	100
3.	MHRD Higher Education MHRD Vocational Education	50
4.	Road Transport and Highways	30
5.	Agriculture	20
6.	Construction Industry Development Council (under Planning Commission)	20
7.	Rural Development	20
8.	Micro Small and Medium Enterprises	15
9.	Others (Power, Petroleum etc.)	15
10.	Urban Development	15
11.	Consumer Affairs	10
12.	Finance-Insurance/Banking	10
13.	Heavy Industry	10
14.	Health & Family Welfare	10
15.	Information Technology	10
16.	Textiles	10
17.	Women & Child Development	10
18.	Chemicals & Fertilisers	5
19.	Food Processing	5
20.	Overseas Indian Affairs	5
21.	Social Justice & Empowerment	5
22.	Tourism	5
Cumulative Total		530 Millions

Source: <http://pib.nic.in/newsite/erelease.aspx?relid=90269>

National Skills Registry

Prior to the establishment of NSDC, the National Association of Software and Services Companies (NASSCOM) initiated a novel venture titled 'National Skills Registry' for IT and ITES professionals launched on 18th January 2006. The National Skills Registry – India (NSR), hosted by the NSDL Database Management Limited, is an online public record system for registration of skilled individuals, particularly knowledge professionals working or desiring

to work in IT and ITES companies. All member organisations of NASSCOM are subjected to background verification of registered knowledge professionals. About 1.31 million professionals have registered with this database and 0.86 million professionals have provided biometrics information for authentication (as on 1st May 2013). The fact sheet of each registered candidate contains credible, permanent and accessible information about him or her. Their career movements are recorded and verified. Due diligence companies are also involved in this process of background checking. Registered professionals pay registration and annual fees to ensure their profiles get industry-wide visibility; they are also informed of career opportunities matching their profiles. 'National Skills Registry' for IT and ITES professionals has become an exemplar for skills councils of other formal sectors; it is hoped that the latter will adopt them.

2.2 Aajeevika Skill Development Programme (ASDP) under the National Rural Livelihoods Mission (NRLM)¹

In 1999, the Ministry of Rural Development (MoRD) initiated a mission-mode programme called the Swarnajayanti Gram Swarojgar Yojana (SGSY) for poverty alleviation in rural areas. The SGSY focuses on self-employment by reaching out to self-help groups (SHGs). In June 2011, the SGSY was restructured and called the National Rural Livelihoods Mission (NRLM); it was to be implemented in a mission mode across the country. The mission aimed at reaching out to all rural poor families (those living below the poverty line or BPL families) and link them to sustainable livelihood opportunities. Its agenda was to nurture the poor out of poverty to enjoy a decent quality of life. The NRLM is based on three pillars namely, (i) Enhancing and expanding existing livelihood options for the poor; (ii) Building skills for the job market; and (iii) Nurturing the self-employed and entrepreneurs.

In 2011, the Aajeevika Skill Development Programme (ASDP) was initiated by the MoRD as a sub-mission under NRLM. The ASDP provides young people from poor communities an opportunity to upgrade their skills and join the skilled workforce in growing sectors of the economy. The programme aims to provide employment-linked, market-oriented training to the age group of 18–35 from BPL families across the country. The aim of this programme is to equip this group with necessary skills and ensure their employment (five million youths) in the formal sector by 2017 (RBI, 2013).

The ASDP is implemented in partnership with public, private, non-government and community organisations. A network of institutions can run a project under Aajeevika programme with training and placement schemes in different districts in a state or in a cluster of states. They are also expected to build strong relationships with industry associations and employers.

The programme specifically targets rural unemployed youth from below BPL families equipping them with skills and secure placements in industries or pursue sustainable self-employment through establishing micro-enterprises. Rural unemployed youths are often school drop-outs and therefore encouraged to participate in this programme to attain sustainable work with suitable skills for industries without wasting their time and energy in the trap of unemployment.

Aajeevika Sub-Schemes

Though Aajeevika is a country-wide programme, the MoRD introduced three sub-schemes under the ASDP for different target groups with different timeframes. Figure 4 is a schema of Aajeevika programme rolled out across the country for rural youths and its three sub-schemes in the overarching mission of the National Rural Livelihoods Mission. These sub-schemes are: (i) Himayat, (ii) Roshni, and (iii) Parvaz. Figure 5 shows the targeted beneficiaries of Aajeevika Programme and its sub-schemes. This figure also indicates that the main Aajeevika Programme has major contribution with a share of about 97% among key SD programmes for rural youth in India during the 11th Five Year Plan period.

The Himayat is the placement-linked SD initiative under the ASDP for youths in state of Jammu and Kashmir. This scheme covers rural as well as urban youths from BPL as well as above poverty line (APL) families. It imparts job-oriented vocational skills to 100,000 youths in the state from 2011-2016.

The Roshni is a country-wide special scheme under the ASDP to tackle left-wing extremism (LWE). This scheme mostly covers underdeveloped tribal and rural areas in different districts. It offers job-oriented vocational skills to 50,000 youths living in identified districts. It is a three-year programme (2013-2016). While ASDP and Himayat programmes offer three-month courses, the Roshni scheme offers courses between three months and one year. Upon completion, trainees can receive National Institute of Open Schooling (NIOS) certification.

The Parvaz is a special scheme for drop-outs from Madrasas. This project is called “Comprehensive Skills and Education Program for Rural BPL (Below Poverty Line) Minority Youth”. It is now in pilot stage and covers only a few districts in North India. This pilot project offers job-oriented vocational skills to 5000 rural BPL minority youths who are school drop-outs in the 17-25 age group. The IL&FS Education & Technology Services Ltd. and Technology in Education (TIE) Foundation are responsible for this project.

Short-term SD training across the country under Aajeevika programme and its sub-schemes is offered free of charge to targeted communities. The candidates receive stipends, hostel accommodation (for outstation candidates) and placement-linked incentives up to two months after completion of

course. Upon placement, these candidates are also tracked to evaluate their performances in the industry and their level of job satisfaction.

Figure 4: Key Programme of Skills Development for Rural Youth under Ministry of Rural Development

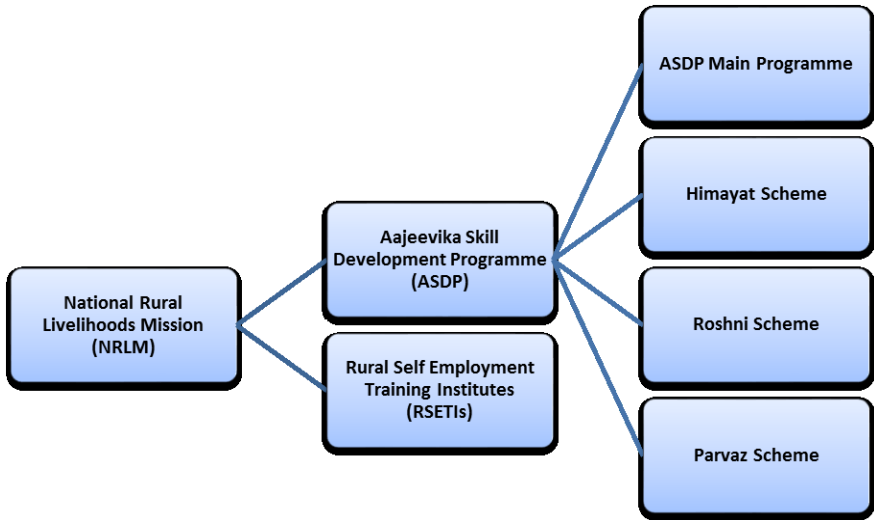
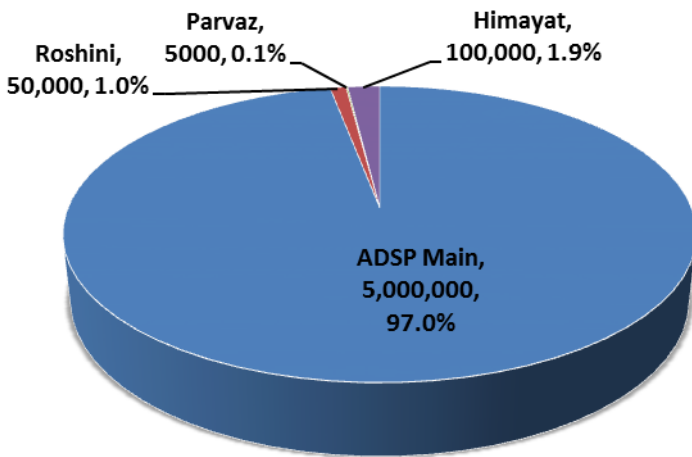


Figure 5: Target Number of Beneficiaries in Aajeevika Programme



Aajeevika Project Implementation Agencies (PIA)

In Aajeevika and other sub-schemes, each individual network is managed by a project implementation agency (PIA). As seen in Table 6, the PIAs are involved in projects in different states. For example a single PIA can manage different projects in different states. Only a few PIAs have projects in a cluster of states (i.e. covering more than one state). In countrywide Aajeevika programme, only five PIAs have been managing more than four projects each simultaneously. Those PIAs are namely, IL&FS Education & Technology Services, Don Bosco Tech, Dr. Reddy's Foundation, and Tally Solutions. IL&FS Education is running 24 ASDP projects in different states while Don Bosco Tech, Dr. Reddy's Foundation and Tally Solutions each manage five projects in different states of India. Other PIAs have less than five projects each. All four PIAs, shown in Table 7, manage about 73.2% of overall target of 500,000 youths in the Aajeevika programme. Figure 6 shows the position of different PIAs in managing ASDP projects across the country.

Table 6: Distribution of PIAs in ASDP Projects

Number of Projects with PIAs (Project Implementation Agencies)	Number of PIAs	Cumulative Total No. of Project
PIAs having 0 Project each	4	0
PIAs having 1 Project each	47	47
PIAs having 2 Projects each	7	61
PIAs having 3 Projects each	6	79
PIAs having 4 Projects each	6	103
PIAs having 5 Projects each	3	118
PIA having 24 Projects each	1	142
Total No. of PIAs	74	
Total No. of Projects		142

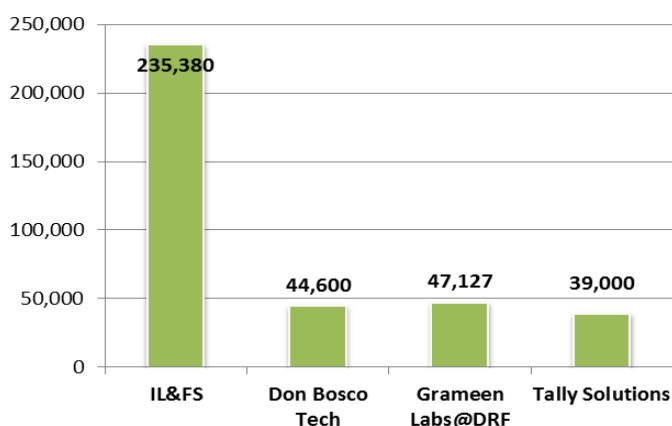
Table 7: Aajeevika – Share of Work by Project Implementation Agencies

Name of the Project Implementation Agency	No. of Projects sanctioned	No. of Youth to be Trained
IL&FS Education & Technology Services Ltd [www.ilfsskills.com, www.skillschools.com]	24	235,380
Don Bosco Tech [www.dbtech.in, www.donboscodatabank.in]	5	44,600
Grameen LABS @ Dr. Reddy's Foundation [www.grameenlabs.org]	5	47,127

Table 7: (Continued)

Name of the Project Implementation Agency	No. of Projects sanctioned	No. of Youth to be Trained
Tally Solutions Pvt. Ltd. [www.tallysolutions.com/mord]	5	39,000
Total		366,107

Figure 6: Share of Work by Major PIAs in ASDP



Top Twelve Trades in ASDP courses

Table 8 displays top 12 trades which the trainees, training providers as well as national programme management unit for imparting training under ASDP prefer. Top-opted trades in order of popularity are: (i) Retail Sales, (ii) Hospitality – General, (iii) Security Guard, (iv) IT Enabled Services, (v) Welding, (vi) BPO & Call Centre, (vii) Other, (viii) Industrial Sewing Machine Operator (ISMO), (ix) Electrical – Others, (x) ITES- Data Entry, (xi) Tally & Book Keeping and (xii) Tailoring & Cutting. Table 9 shows degree of popularity of courses in different industrial sectors. The popular sectors are: (i) IT & ITES sector, (ii) Building, Construction industry and Real Estate services, and (iii) Tourism, Travel, Hospitality & Trade sector.

Table 8: Top 12 Trades in ASDP

Trade Name	Sector Name	No. of PIAs
Retail Sales	Organised Retail sector	27
Hospitality - General	Tourism, Travel, Hospitality & Trade sector	22
Security Guard	Facility Management	20
IT Enabled Services	IT & ITES sector	15
Welding	Others	15

Table 8: (Continued)

Trade Name	Sector Name	No. of PIAs
BPO & Call Centre	IT & ITES sector	13
Other	Others	12
Industrial Sewing Machine Operator (ISMO)	Textile and Clothing industry	12
Electrical – Others	Building, Construction industry and Real Estate services	11
ITES- Data Entry	IT & ITES sector	10
Tally & Book Keeping	IT & ITES sector	10
Tailoring & Cutting	Tourism, Travel, Hospitality & Trade sector	10

Data Source: <http://nrlmskills.in/TradesectorDetail.aspx> as on 23rd July 2013.

Table 9: Sectoral Groups in ASDP

Sector Name as specified in ASDP	No. of PIAs	Corresponding NSDC Sector Skill Councils
Others	65	Security Knowledge and Skill Development Council
IT & ITES sector	56	IT-ITeS Sector Skill Council
Building, Construction industry and Real Estate services	54	Construction Skill Council of India
Tourism, Travel, Hospitality & Trade sector	43	N.A.
Facility Management	42	N.A.
Textile and Clothing industry	33	N.A.
Organised Retail Sector	32	Retailer's Associations Skill Council of India
Healthcare Services Industry	21	Healthcare Sector Skill Council
Electronics and IT hardware	17	Electronics Sector Skill Council
Auto and Auto component industry	12	Automotive Skills Development Council
Construction Materials and Building Hardware sector	8	Construction Skill Council of India
Furniture and Furnishings industry	5	N.A.
Transportation, Logistics, Warehousing and Packaging sector	5	Logistics Sector Skills Council

Table 9: (Continued)

Sector Name as specified in ASDP	No. of PIAs	Corresponding NSDC Sector Skill Councils
Banking and Financial Services Insurance industry (BFSI)	4	BFSI Sector Skill Council of India
Agriculture and Agri business	2	Agriculture Sector Skill Council of India
Information Technology	2	IT-ITeS Sector Skill Council
Pharmaceutical	2	N.A.
Telecommunication	2	Telecom Sector Skill Council of India

Data Source: <http://nrlmskills.in/TradesectorDetail.aspx> as on 23rd July 2013
N.A.= Not Available

Skills components in the ASDP course curricula

A typical three-month course is designed to cover 580 hours of theoretical and practical training sessions and about 60% 350 hours are is dedicated for imparting skills in core trade domain, 26% 150 hours for imparting soft skills such as communication skills, language skills, life skills, employability skills among others while the rest (80 hours) covers information technology skills. This ratio is standard for all ASDP vocational courses, including courses imparted through Himayat, Roshni and Parvaz sub-schemes. Certificates are awarded by the respective state secretariat of ASDP and secretariat of sub-schemes.

Monitoring and Management Information System (MIS) in Aajeevika programme

In Aajeevika programme and other sub-schemes, project implementation agencies (PIAs) stringently maintain data on number of persons trained, number of persons placed, details of each SD centre and details of each participant. These data are periodically provided to national and state-level monitoring teams and fed into web-based management information system (MIS) for better project management and reporting. Web-based MIS also helps in evaluating effectiveness and impact of the project on target audience. The MIS also helps in planning the future direction of this programme and identifying shortfalls for future corrections. Table 10 provides an indicative list of web-based SD monitoring and MIS available in the country. The table shows that different national level, state level and PIA-wise MIS portals are available for evaluation and monitoring of performance of these publically-funded projects on SD and vocational education in India. Many state-level livelihood promotion agencies established by the state government for

strengthening state-level SD efforts also have created web-based monitoring system as seen in Table 10.

Table 10: ASDP Programme Monitoring and Management Information Systems (MIS)

Monitoring Website	Scope	Lead Agency
Nrlmskills.in	National	Ministry of Rural Development
Aajeevika.gov.in	National	Ministry of Rural Development
Parvaaz.in	National	IL&FS Education & Technology Services Ltd
Himayat.cgg.gov.in	State Level	J&K State Secretariat
Himayat.org	State Level	J&K State Secretariat
Donboscodatabank.in	PIA-based	Don Bosco Tech India
Skillschools.com	PIA-based	IL&FS Education & Technology Services Ltd
Grameenlabs.org	PIA-based	Dr. Reddy's Foundation
Sgsy.in	PIA-based	Drishtee Foundation
Sgsy.pctiltld.com	PIA-based	PC Training Institute Limited
Aajeevika.iiews.com	PIA-based	International Educational and Welfare Society (IIEWS), Rishikesh, Uttarakhand
Jslps.in	State Level	Jharkhand State Livelihood Promotion Society (JSLPS)
Asrlms.in	State Level	Assam State Rural Livelihoods Mission Society (ASRLMS)
Brlp.in	State Level	Bihar Rural Livelihoods Promotion Society (BRLP)
Egmm.cgg.gov.in	State Level	Employment Generation and Marketing Mission (EGMM), Andhra Pradesh

2.3 Discussion and Recommendations

The findings of this indicated that the National Skill Development Mission (NSDM) and National Rural Livelihoods Mission (NRLM) are the two major SD initiatives in India launched in recent times. Both missions are strategically involved in SD for the enterprises in SME sectors. NRLM's Aajeevika programme is also inclined towards generating self-employment through entrepreneurship training which would create a large number of micro and small enterprises in different industrial sectors. Some industrial clusters would also benefit from young and energetic entrepreneurs with core competencies in vocational trades. The Aajeevika programme targets rural youths as a source of supply of skilled manpower to the enterprises in SME

sectors. The study also revealed that PPP (public-private partnership) projects were better monitored under Aajeevika programme than in the NSDC. The former has a very systematic monitoring and performance measurement mechanism with involvement of the Reserve Bank of India as fund disburser and national monitoring agencies such as NABARD Consultancy Services (NABCONS), National Institute of Rural Development (NIRD) and Indira Gandhi National Open University (IGNOU).

The NSDC has however, achieved international recognition and global standards in skills certification. Its Sector Skill Councils have independently engaged with many bilateral agencies in Europe and other advanced countries for development of skill standards in respective sectors. A number of world-class SD centres as well as centres of excellence (COEs) care are also being established in India across the industrial sectors with the help of bilateral and multilateral agencies.

The SD for formal sectors and big corporations will definitely help the country in achieving targeted economic growth. The emphasis on SD for SMEs will help in strengthening social equity and achieve economic prosperity and socio-economic empowerment of majority of population who are at the border lines of poverty.

These two skilling missions are exemplary to the economies in the global South, encouraging them to strengthen their respective SD frameworks for marginalised communities. This will ensure regular inflow of skilled manpower and prospective entrepreneurs to the SMEs.

Some of the sector skill councils in India have established partnership with certification authorities in the global North to help Indian enterprises participate in global projects as well as assist Indian skilled personnel to secure employment abroad. The other sectoral skill councils, which are not yet tied up with global certification authorities, should also actively consider this for better transnational mobility of skilled personnel.

3.0 Conclusion

This study examined the overall structure and implementation strategies of SD missions in India which is part of an elite club of emerging economies, also known as BRICS nations. The country has recently introduced exemplary social inclusion measures for mainstreaming marginalised communities². The SD of communities displaced due to industrialisation, urbanisation, deforestation or natural calamities – has helped provide them with alternative livelihoods choices. However, findings indicate that many of the government missions or national programmes fail to reach out to the targeted beneficiaries due to lack of awareness and monitoring mechanisms. However, the NRLM and to some extent the NSDM, have increased awareness among their targeted beneficiaries. They have also established ICT-enabled monitoring mechanisms

that help in quick identification of gaps in implementation. Data presented in this paper also indicate that these missions have attained good enrolment from targeted communities. In some SD centres, economically weaker sections, but not part of the marginal communities, also benefitted. Economic prosperity is linked to equitable access to vocational and professional skills enrichment training in all industrial sectors including informal sectors.

Acknowledgement

The author would like to thank the anonymous referees and editorial team members for their useful suggestions.

Notes

- ¹ Data obtained for this section and remaining parts of the paper in July 2013 from www.aajeevika.gov.in, www.nrlmskills.in, www.donboscodatabank.in and other related websites.
- ¹ New union Government in India has made several changes in SD policies, frameworks and implementation strategies during 2014-15.

References

- Blom, A. and Saeki, H. (2011) *Employability and Skill Set of Newly Graduated Engineers in India*, New Delhi: World Bank.
- Bryceson, D.F. (2002) "The Scramble in Africa: Reorienting Rural Livelihoods", *World Development*, 30(5): 725-739.
- Chenoy, D. (2012) "Skill Development in India: A Transformation in the Making", *India Infrastructure Report 2012*, ILFS, New Delhi., pp.99-207.
- Jamal, T. and Mandal, K. (2013) "Skill Development Mission in Vocational Areas – Mapping Government Initiatives", *Current Science*, 104 (5): 590-595.
- James, K.S. (2008) "Glorifying Malthus: Current Debate on 'Demographic Dividend' in India", *Economic & Political Weekly*, 43(25):63-69.
- Mehrotra, S, Gandhi, A. & Sahoo, B.K. (2013) "Estimating India's Skill Gap on a Realistic Basis for 2022", *Economic & Political Weekly*, 48(13):. 102-111.
- OECD. (2012) *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies*, Paris: OECD Publishing.
- OECD&ILO(2011) *Job-rich Growth in Asia: Strategies for local Employment, Skills Development and Social Protection*, OECD Publishing, Paris.
- Planning Commission. (2007) *Report of the Task Force on Skill Development*, Planning Commission. New Delhi.
- Reserve Bank of India. (2013) *Priority Sector Lending – Restructuring of SGSY as National Rural Livelihood Mission (NRLM)*, *Aajeevika*, Reserve

Bank of India, Mumbai.

Scoones, I. (2009) “Livelihoods Perspectives and Rural Development”,
Journal of Peasant Studies, 36(1):171-196.

UNESCO. (2012) *Youth and Skills: Putting Education to Work, EFA Global Monitoring Report 2012*, Paris: UNESCO Publishing,

World Bank. (2013) *World Development Report 2013: Jobs*, Washington D.C.: World Bank.